# PROJECT OVERVIEW

USE THIS SHEET TO: **Finalize space needs, think about learning styles and incorporate key teaching strategies and create overview, which includes project goals.**



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| PROJECT NAME:       |
| WHAT MAIN QUESTION WILL YOUR PROJECT ADDRESS?EXAMPLE: *Can student involvement, attitude between classmates and attendance be affected through referencing world cultures and their immediate environment to create music using found objects?*       |
| EXAMPLE: *Will the exposure to cultural influences and creation of percussion music result in increased involvement, improved attitude between classmates and better attendance?*TEACHER(S):      |
| ARTIST(S): EXAMPLE: *Will students draw on lived sound patterns from environment to create unique rhythmic compositions*?       |
| How will you make the project personally or culturally relevant to the students?      |
| How will students be able to express their ideas in their own voice?      |
| How will students make their own decisions and choices?       |
| GOAL(S) OF PROJECT:       | Possible Connections to Other Units:     Connections to Arts Curriculum:      |
| What goal(s) will your project address from one or more of the following: [ ]  Ontario’s Equity and Inclusive Education Strategy[ ]  Ontario First Nation, Métis, and Inuit Education Policy Framework[ ]  Growing Success[ ]  L’Aménagement linguistique [ ]  Other:      How?       |
| Project Skills:       | Arts Curriculum Connections:     Other Curriculum Connections:      |
| Culminating Activity **OR** Students will create by the end…:       | Key Learning Styles:      Key Accommodations:      | Key Creative or Critical Process Connection from Arts Curriculum:      Key Curriculum:       | Space eg. Stage, studio etc:[ ]       [ ]       Materials, eg. Paints, drums, recording equipment etc: [ ]       [ ]       [ ]       [ ]        |

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| ACTIVITIES PLANNED TO REACH THE END PROJECT GOAL AND/OR CULMINATING ACTIVITY  |
| Skill Activity #1:       | Learning Styles Implicated:      Accommodations Needed:      | Arts Curriculum Creative or Critical Process Connection:       | Space eg. Stage, studio etc:[ ]       [ ]       Materials, eg. Paints, drums, recording equipment etc: [ ]       [ ]       [ ]       [ ]        | Teaching Strategies:      |
| Skill Activity #2:       | Learning Styles Implicated:      Accommodations:      | Arts Curriculum Creative or Critical Process Connection:       | Space eg. Stage, studio etc:[ ]       [ ]       Materials, eg. Paints, drums, recording equipment etc: [ ]       [ ]       [ ]       [ ]        | Teaching Strategies:      |
| Add skill activity as needed.      | Learning Styles Implicated:      Accommodations Needed:      | Arts Curriculum Creative or Critical Process Connection:       | Space eg. Stage, studio etc:[ ]       [ ]       Materials, eg. Paints, drums, recording equipment etc: [ ]       [ ]       [ ]       [ ]        | Teaching Strategies:      |

## Indicate the tools that you will use to know students are meeting project and personal goals:

[ ] Anecdotal notes

[ ] Journal Writing

[ ] Monologues

[ ] Reflective writing

[ ] Surveys

[ ]  Pre- and Post-Written Impressions

[ ]  Checklists (engagement; behaviour)

[ ]  Exit Cards

[ ]  Interviews

[ ] Comparison Writing

[ ]  Observation/Feedback logs

[ ] General Course Work

[ ] Final presentation

[ ]  Other:

See Gathering Evidence of Learning document in Evaluate stage.